



**El Camino College**  
**COURSE OUTLINE OF RECORD – Official**

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Course Acronym: PE  
Course Number: 275  
Descriptive Title: Sport Psychology  
Division: Health Sciences and Athletics  
Department: Physical Education  
Course Disciplines: Physical Education, Psychology

**Catalog Description:**

This course is a scientific study of the psychological factors associated with participation and performance in sport activities. Emphasis will be placed on how psychological principles and intervention techniques can be used to understand and enhance sport performance specifically as well as improving one's performance in other areas of life. Topics will include historical and theoretical perspectives of sport psychology and the relationship between sport performance and various personality, motivational, and social psychological variables. Gender and age issues, as well as the effects and management of unhealthy behaviors, will be discussed.

Prerequisite:

Co-requisite:

Recommended Preparation:  
eligibility for English 1A

Psychology 101 or Psychology 101H

Enrollment Limitation:

Hours Lecture (per week): 3

Hours Laboratory (per week): 0

Outside Study Hours: 6

Total Course Hours: 54

Course Units: 3

Grading Method: Letter Grade only

Credit Status: Credit, degree applicable

Transfer CSU: Yes

Effective Date: 1/22/2007

Transfer UC: Yes

Effective Date: Fall 2020

General Education: ECC

Term:

Other:

CSU GE:

Area D - Social, Political and Economic Institutions and Behavior Social, Political and Economic Institutions and Behavior

## Area E - Lifelong Understanding and Self-Development

Term:

Other:

IGETC:

Area 4, Social Sciences

Term:

Other:

Student Learning Outcomes:

SLO #1 Study vs Experiment

The student will describe the difference between a study and an experiment.

SLO #2 Motivation

The student will compare and contrast intrinsic vs extrinsic motivation.

SLO #3 Goal Setting

The student will describe the characteristics of effective goal setting.

Course Objectives:

Examine how participation in sport, exercise and physical education influences the psychological makeup of the individuals involved.

Compare the effects of both positive and negative self-talk on performance.

Increase the students' understanding of how psychological factors influence involvement and performance in sport, exercise and physical education settings.

Examine the ways in which concepts and principles of motivation can be used to enhance performance.

Apply the principles, concepts, and research of sport and exercise psychology to formulate plans to enhance coaching/teaching and develop effective training strategies.

Major Topics:

I. Introduction to sport psychology (6 hours, lecture)

Definitions of sport psychology and related terms

Historical perspectives on sport psychology

Psychological theoretical perspectives of sport psychology

Research methods in sport psychology

II. Personality and sport (9 hours, lecture)

Understanding personality from psychological theoretical perspectives

Freud's psychodynamic/psychoanalytic theory

Other psychodynamic theories

Behavioral theories

Cognitive theories

The relationship between personality characteristics and sport performance

III. Motivation, emotion, and sport (9 hours, lecture)

Motivation

Psychological perspectives on motivation

Applying motivational principles to understand and enhance sport performance

Emotion

Psychological perspectives on emotion

Anxiety and related emotional states

The psychobiology of anxiety, attention, arousal, and stress

Connecting anxiety, attention, arousal, and stress to sport performance

Applying knowledge of emotion to enhance sport performance

IV. The behavioral/learning perspective and sport (6 hours, lecture)

Learning theories

Classical conditioning

Operant conditioning

Social learning theories

Applying the principles of learning to understand and enhance sport performance

Reinforcement and punishment

Observational learning

Other principles

V. The social psychology of sport (9 hours, lecture)

The impact of collectivistic versus individualistic cultural orientations on individual and team sport performance

The "self"

Understanding self-concept, self-esteem, and related concepts

Applying knowledge of the "self" to enhance sport performance

Social and group influence in sport

Psychological perspectives on social and group influences

The social psychology of spectators

The social psychology of athletic teams

Applying social psychological perspectives to understand and enhance team sport performance

Aggression

Understanding aggression

Psychological theoretical perspectives

Morality and aggression

The consequences of aggression in sport

Reducing aggression in sport

VI. Other applications of sport psychology principles and research (6 hours, lecture)

Enhancing coaching

Developing effective training strategies

Managing weight problems

VII. Special topics in sport psychology (6 hours, lecture)

Gender issues in sport

Psychological aspects of youth sport

Gerontology and the aging athlete

Competitive sport and the physically challenged athlete

Burnout

Athletic injuries and psychology

Addictive and unhealthy behaviors

VIII. Careers in sport psychology (3 hours, lecture)

Educational preparation

Opportunities

Total Lecture Hours: 54

Total Laboratory Hours: 0

Total Hours: 54

Primary Method of Evaluation:

1) Substantial writing assignments

Typical Assignment Using Primary Method of Evaluation:

After interviewing a coach or exercise leader, write a 2-3 page paper discussing their methods and rationale for developing mental skills used during performance.

Critical Thinking Assignment 1:

In a 2-3 page paper, develop a week long mental training program for a hypothetical scenerio given by the instructor that involves a college athlete.

Critical Thinking Assignment 2:

Complete three 1-2 page written assignment on aggression, social reinforcement and physical relaxation and answer a series of questions examining those topics.

Other Evaluation Methods:

Class Performance, Completion, Essay Exams, Journal kept throughout course, Multiple Choice, Objective Exam, Term or Other Papers, True/False, Written Homework

Instructional Methods:

Discussion, Lecture, Multimedia presentations

If other:

Work Outside of Class:

Answer questions, Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting), Required reading, Study, Written work (such as essay/composition/report/analysis/research)

If Other:

Up-To-Date Representative Textbooks:

Mack, Gary, Mind Gym, An Athlete's Guide to Inner Excellence, First Edition, McGraw Hill, 2002 (discipline standard)

Alternative Textbooks:

Required Supplementary Readings:

Other Required Materials:

Requisite:

Category:

Requisite course(s): List both prerequisites and corequisites in this box.

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).

Requisite Skill:

Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable

Requisite course:

Psychology 101 or Psychology 101H

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).

Basic understanding of human behavior and mental processes.

PSYCH 101 or 101H - Describe the forces that motivate human behavior, such as instincts, drives, and needs.

PSYCH 101 or 101H -Identify and evaluate the major theories of emotion with an emphasis on behavioral, physiological, and cognitive components.

PSYCH 101 or 101H -Analyze the impact of situational forces on human thought processes and behavior.

PSYCH 101 or 101H -Discuss the influence of stress, personality, and other psychological phenomena on physical health.

Requisite Skill:  
eligibility for English 1A

Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable

This course involves reading college level textbooks and answering essay questions. A student's success in this class will be enhanced if they have these skills.

Reading comprehension skills are ideal when reading college level textbook.

Summarize, analyze, evaluate, and synthesize college-level texts.

Writing skills that reflect proper sentence structure, grammar, and organization needed in written assignments.

Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.

Enrollment Limitations and Category:

Enrollment Limitations Impact:

Course Created by: K. Loesener, Angela Simon, August Hoffman

Date: 11/01/2006

Original Board Approval Date: 01/22/2007

Last Reviewed and/or Revised by: Eugene Engle

Date: 04/05/2022

Last Board Approval Date: 06/20/2022